

**GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS**  
**SOCIAL STUDIES STANDARD 2 - CIVIC RESPONSIBILITIES**

Pre-K/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 8.1,2,3,4,6	Benchmark 8.1,2,3,4,6	Benchmark 8.6	Benchmark 12.6
1. Identify conflicts, consequences, and solutions. (EU 7)	1. Identify conflicts, consequences, and solutions. (EU 7)	1. Identify conflicts, consequences, and solutions. (EU 7)	1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (EU 2)	1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (EU 2)	1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements; interactions among historical and modern tribal organizations, tribes and French, Spanish, English governments and traders). (EU 2-5)	1. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations (e.g., discrimination). (EU 2)
Benchmark 4.5,6	Benchmarks 4.2,5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 8.6	Benchmark 8.6	Benchmark 8.6	Benchmark 12.6
1. Follows rules. (EU 7)	2. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2. Explain that neighborhoods may be composed of peoples from many lands. (EU 5)	2. Define the term "stereotype" and state several examples. (EU 2)	2. Recognize and cite examples of stereotypes in school, community life, and literature. (EU 2)	2. Identify stereotypes of Indian people based on perceived group characteristics and know the misconceptions. (EU 2)	2. Understand that there are both positive and negative stereotypes and that each carry limitations negatively impacting individual identity. (EU 2)	2. Identify origination of stereotypes and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)	2. Identify origination of stereotypes and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)
	Benchmarks 4.4,6,7	Benchmarks 4.2,5,6	Benchmark 4.2	Benchmark 4.2	Benchmark 8.1,3	Benchmark 8.1,3	Benchmark 8.1	Benchmark 12.2
	3. Identify differences between wants and needs and how those are obtained through trade. (EU 1)	2. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	3. Recognize local and tribal governments and identify leaders. (EU 7)	3. Recognize local and tribal governments and identify leaders. (EU 7)	3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	3. Compare and contrast various tribal governments, especially those of Montana. (EU 1, 4)
			Benchmark 4.3	Benchmark 4.3	Benchmark 8.2	Benchmark 8.3	Benchmark 8.2	Benchmark 12.3
			4. Identify major responsibilities of local and tribal governments. (EU 4, 7)	4. Identify major responsibilities of local, state, tribal, and federal governments. (EU 7)	4. Describe basic features of the political system in the United States and identify leaders from various levels (e.g., tribal, local, state, federal, and branches of government). (EU 1-7)	4. Identify the significance of sovereignty to indigenous groups. (EU 7)	4. Know leaders from tribal, local, state, and federal governments and branches of federal government. (EU 4, 5, 7)	4. Identify representative political leaders, including tribal leaders--elders and those elected--and philosophies from selected historical and contemporary settings. (EU 7)

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					Benchmark 8.3	Benchmark 8.4	Benchmark 8.3	Benchmark 12.4
					5. Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments. (EU 1-7)	5. Explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governancy, constitutions, elections, terms, council structures, law enforcement, Bureau of Indian Affairs, conflict management). (EU 1-7)	5. Know the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments. (EU 1-7)	5. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments. (EU 5, 7)
					Benchmark 8.4	Benchmark 8.5	Benchmark 8.4	Benchmark 12.5a
					6. Identify governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governancy, constitutions, elections, terms, council structures, law enforcement, Bureau of Indian Affairs, conflict management). (EU 1, 4, 7)	6. Compare tribal governments to U.S. Democracy. (EU 4, 7)	6. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governancy, constitutions, elections, terms, council structures, law enforcement, Bureau of Indian Affairs, conflict management). (EU 1-7).	6.a. Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. (EU 1, 4, 7)
					Benchmark 8.5	Benchmark 8.7	Benchmark 8.5	Benchmark 12.5b
					7. Identify basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of laws, majority rule, acts, treaties, trade agreements). (EU 4-7)	7. Explain the need for laws and policies governing technology and identify solutions to problems that arise from technological advancements (e.g., effects of introducing horses, modern weapons, beads, non-native food/plants; allotment issues; value systems; land resource disputes: mining, oil/coal, water, wind farms, ranching). (EU 1-7)	7. Explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of laws, majority rule, acts, treaties, trade agreements. (EU 4-5)	6.b. Analyze the impact of the constitution, laws, court decisions, and sovereign powers on the rights and responsibilities of citizens. (EU 4, 5, 7)

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					Benchmark 8.7		Benchmark 8.7	Benchmark 12.7
					8. Identify solutions for problems that arise from technological advances (e.g., effects of introducing the horse, modern weapons, beads, non-native food and plants; allotment issues; value systems; land resource disputes: mining, oil/coal, water, wind farms, ranching). (EU 1-7)		7. Identify laws and policies governing technology and research solutions to problems that arise from technological advancements (e.g., effects of introducing horses, modern weapons, beads, non-native food/plants; allotment issues; value systems; land resource disputes; mining, oil/coal, water, wind farms, ranching). (EU 1-7)	7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society as they specifically relate to Montana American Indians. (EU 1-7)

